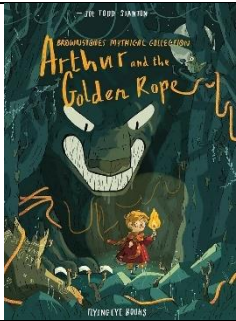
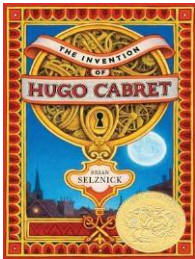
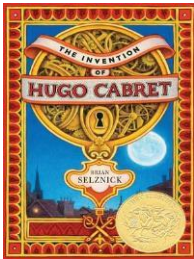
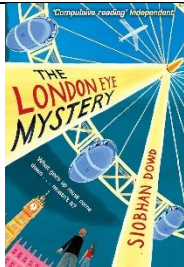
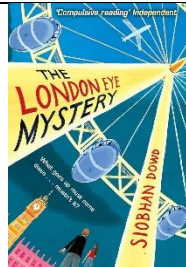
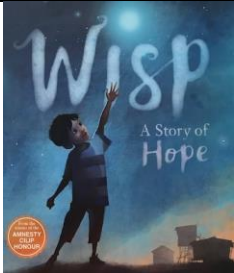
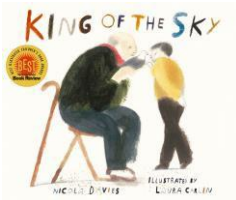
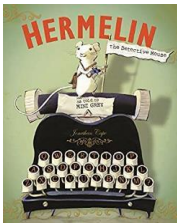
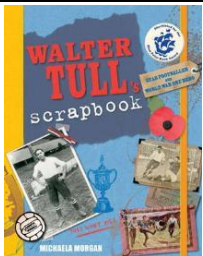
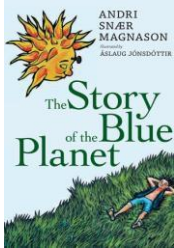
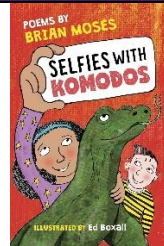


Reading	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Objectives:	To give meanings of words in context. To select and retrieve information. To summarise the main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text.	To give meanings of words in context. To select and retrieve information. To summarise main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text. To identify and explain how information is related and contributes to meaning as whole.	To summarise the main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text. To identify and explain how information is related and contributes meaning as whole.	To summarise the main ideas. To use what they have read to make inferences from the text. To form predictions using evidence from the text. To identify and explain how information is related and contributes meaning as whole.	To explain the meaning of words in context. To retrieve information from the text. To use what they have read to make inferences from the text. To form predictions using evidence from the text.	To explain how information or narrative content is related and contributes to meaning as a whole. To identify and explain how meaning is enhanced through choice of words and phrases. To summarise the main ideas. To use what they have read to make inferences from the text.
Core texts						
Whole class guided reading						



GPS	Commas Present tense Past tense Adjectives Homophones and near-homophones	Present tense Apostrophes for possession Paragraphs Spell using phonic knowledge and other knowledge of spelling, such as morphology and etymology The suffix –ous	Determiners Expanded noun phrases Apostrophes for contractions Pronouns Adding suffixes beginning with vowel letters to words of more than one syllable	Pronouns Possessive pronouns Determiners Noun phrases The /i/ sound spelt y elsewhere than at the end of words sc for the s sound Year 3 / 4 spelling list	Adverbs Commas Present tense The /ʌ/ sound spelt ou The suffix –ation ch for the k sound ch for the sh sound	Fronted adverbials Commas to mark the adverbial The suffix –ly Words with endings -ture -sure -cher Endings which sound -tion -sion Words with the sound spelt ei, eigh, or ey Endings like –tion -sion -ssion -cian
Hand writing	Pupils are taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.		They are taught to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		Pupils are encouraged to join handwriting throughout their independent writing. Handwriting is taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This supports their composition and spelling.	
Writing	Poetry Monologue Diary entry Newspaper articles	Diary entry Narrative Non-chronological report	Poetry Setting description Character description Narrative	Narrative Letter Non-chronological report	Character description Setting description Monologue Narrative	Recount Setting description Narrative Letter

